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# Composition I

Leslie Richardson

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# COLLIN COLLEGE COURSE SYLLABUS

Course Information
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**Course Number:** ENGL 1301

**Course Title:** Composition I

**Course Description:** Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

**Course Credit Hours:** 3

Lecture Hours: 3

Lab Hour: 1

**Prerequisite:** Meet TSI college-readiness standard for Reading and Writing; or equivalent

**Student Learning Outcomes:**

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
  2. Develop ideas with appropriate support and attribution. (Communication Skills)
  3. Write in a style appropriate to audience and purpose. (Communication Skills)
  4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
  5. Use Edited American English in academic essays.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
  1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Withdrawal Policy:** See the current *Collin Registration Guide* for last day to withdraw.

**Collin College Academic Policies:** See the current *Collin Student Handbook*

**Americans with Disabilities Act Statement:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Instructor's Information:**

Instructor's Name: Leslie Richardson, Ph.D.

Office Number: BB115 (Spring Creek Campus)

Office Hours: Thursdays, 12:50 p.m. to 2:50 p.m.  
and by appointment

(I may change my office hours later in the semester, but I will let you know in advance.)

Phone number: 972-578-5582

Email: LRichardson@collin.edu

**Class Information:**

Section Number: 1301.S31

Meeting Times: TTR (Tuesdays and Thursdays) 11:30 a.m. – 12:45 p.m.

Meeting Location: G218

**Supplies:**

*Textbooks:*

*The Everyday Writer*, 6<sup>th</sup> edition, with 2016 MLW Update  
by Andrea A. Lunsford.

ISBN-13: 978-1319083434

ISBN-10: 1319083439

50 Essays: A Portable Anthology, 5<sup>th</sup> edition, by Samuel Cohen (You can save some money and get the 3<sup>rd</sup> or 4<sup>th</sup> edition of this particular book, which includes the essays we'll be reading.)

ISBN-13: 978-1319043728

ISBN-10: 1319043720

Note: I will reserve a copy of each textbook in the Spring Creek library for your convenience. You can use them for a few hours at a time there in the library.

**Method of Evaluation:**

Quizzes/Homework/In-class work	30%
Paper #1	20%
Paper #2	25%
Writing for Lab Assignment	15%
Tests	10%
Total	100%

Grading Scale: A=90-100      B=80-89      C=70-79      D=60-69      F= 59 and below

**About the Lab Requirement**

The lab component is an integral part of this writing course. This lab work is not the same as regular daily coursework. Labs are writing-focused activities that will help improve your writing throughout the term. We will have regular “lab” assignments throughout the semester. You will read an article by Peter Elbow about fast, forced freewriting. Then, you will use Elbow’s guidelines to write about a thousand words per week (that’s about four pages if you average 205 handwritten words per page). See the syllabus for due dates.

**Grades:** The English Department Essay Grading Criteria (included in this syllabus) is based on nationally accepted grading standards for written compositions. Please take a look at those criteria, and talk with me about them whenever you have any questions about how to improve your writing, and thus your grades.

<b>English 1301 &amp; 1302 Essay Grading Criteria</b>				
<b>Excellent (A)</b>	<b>Good (B)</b>	<b>Adequate (C)</b>	<b>Poor (D)</b>	<b>Failing (F)</b>
<ul style="list-style-type: none"> <li>Controlling idea/thesis is significant, logical, important, logical, and solidly supported.</li> <li>Evidence is relevant, concrete, clear, and substantial.</li> <li>Paper shows originality and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Controlling idea/thesis is logical and important.</li> <li>Evidence is relevant, concrete, and substantial.</li> <li>The ideas expressed and/or the evidence provided is not as significant or as original as the “A” paper.</li> </ul>	<ul style="list-style-type: none"> <li>Controlling idea/thesis is, for the most part, logical.</li> <li>Evidence does not clearly define or advance the thesis. Evidence may be irrelevant, too general, or repetitious.</li> <li>The ideas expressed are unoriginal, obvious or general.</li> </ul>	<ul style="list-style-type: none"> <li>Controlling idea/thesis is largely illogical, fallacious and/or superficial.</li> <li>Evidence is insufficient, obvious, contradictory, or aimless.</li> <li>The ideas expressed are unoriginal, obvious or general.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of controlling idea/ thesis.</li> <li>Evidence and discussion provided may be random and/or without explanation.</li> <li>Relatively few complete ideas expressed in the paper.</li> </ul>
<ul style="list-style-type: none"> <li>Essay establishes a logical order and emphasis, creating a sense of “flow.”</li> <li>Paragraphs are focused, idea-centered, and transition smoothly.</li> <li>Introduction pulls</li> </ul>	<ul style="list-style-type: none"> <li>Essay establishes a logical order, indicating emphasis.</li> <li>Paragraphs are focused, idea-centered, and include transitions to indicate changes in</li> </ul>	<ul style="list-style-type: none"> <li>Essay does not follow a consistent, logical order, though some order may be apparent through the discussion.</li> <li>Paragraphs are generally focused and idea-centered.</li> </ul>	<ul style="list-style-type: none"> <li>Essay is inappropriately ordered or random, failing to emphasize and advance any central idea.</li> <li>Paragraphs may be chaotic, may lack development,</li> </ul>	<ul style="list-style-type: none"> <li>Essay seems to lack order and/or emphasis.</li> <li>Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single</li> </ul>

the reader in, and the essay continues to be engaging, and the conclusion supports and completes the essay without repeating.	<p>direction.</p> <ul style="list-style-type: none"> <li>• Introduction engages the reader, and the conclusion supports without mere repetition of ideas.</li> </ul>	<p>Transitions between paragraphs and ideas are obvious and/or dull.</p> <ul style="list-style-type: none"> <li>• Introduction and conclusion are formulaic and uninteresting, offering little insight.</li> </ul>	<p>discussion, and shape; transitions are inappropriate, misleading, or missing.</p> <ul style="list-style-type: none"> <li>• Introduction merely states what will follow; conclusion repeats what has already been stated.</li> </ul>	<p>idea. Transitions are inappropriate, misleading, or missing.</p> <ul style="list-style-type: none"> <li>• Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.</li> </ul>
<ul style="list-style-type: none"> <li>• Sentences are unified, coherent, varied, and emphatic.</li> <li>• Word choice is fresh, precise, economical, and distinctive.</li> <li>• Tone enhances the subject, conveys the writer's persona, and suits the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are purposeful, varied, and emphatic.</li> <li>• Word choice is precise and distinctive.</li> <li>• Tone fits the subject, persona, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are competent but lacking emphasis and variety.</li> <li>• Word choice is generally correct and distinctive.</li> <li>• Tone is acceptable for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences lack necessary emphasis, variety, and purpose.</li> <li>• Word choice is vague or inappropriate.</li> <li>• Tone is inconsistent with the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning.</li> <li>• Tone is unclear or inappropriate to the subject.</li> </ul>
<ul style="list-style-type: none"> <li>• Student has clearly met and followed requirements and criteria of the writing prompt.</li> <li>• Obvious use of preliminary explorative writing/planning, rough drafts, and revisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has met and followed the requirements of the writing prompt.</li> <li>• Apparent use of preliminary writing/planning, rough drafts, and revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has met and followed the basic requirements of the assignment.</li> <li>• Paper contains evidence of at least some preliminary writing/planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no evidence of preliminary writing/planning presents itself.</li> <li>• Student has not fully met or followed the basic requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of preliminary writing/planning.</li> <li>• Student has not met or followed the basic requirements of the assignment.</li> </ul>
<ul style="list-style-type: none"> <li>• Proper format is clearly illustrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper is largely formatted correctly, though the text may contain a few minor formatting issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Text may contain minor formatting errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting is problematic.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting does not follow course requirements.</li> </ul>
<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling adhere to the conventions of Standard American English, thereby contributing to the essay's overall clarity and effectiveness.</li> <li>• Paper has been carefully edited.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English only slightly, and insufficiently enough to distract from the essay's overall clarity and effectiveness.</li> <li>• Paper has been edited.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English sufficiently enough to distract from the essay's overall clarity and effectiveness.</li> <li>• Careless proofreading is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently from Standard American English so as to damage the content sufficiently enough to interfere with the essay's overall clarity and effectiveness.</li> <li>• Little evidence of proofreading.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently and seriously from Standard American English so as to damage the content sufficiently enough to damage the essay significantly overall.</li> <li>• No evidence of proofreading.</li> </ul>

**Attendance Policy:** Each student is expected to attend class regularly and participate, and **each student's success in this class is directly tied to attendance.** Students gain essential information and skills during in-class activities; therefore, students who miss a significant number of classes will most likely not have what they need to successfully complete the course. Also, please note that the information presented during class cannot reasonably be "told" to you by a professor at a later date.

After six class absences (for MWF classes) or four (for T/TR or M/W classes), your grade will be lowered one letter grade. Additional absences will lower your grade at a rate of five points (half a letter grade) per week. Please note that two or three instances of tardiness, depending on lateness, will count as one absence.

You are responsible for anything you miss during your absence or tardiness. Be prepared upon your return to class to take a quiz, turn in a paper, or to discuss the reading and assignments for that day.

Special treatment will not be given to a student who adds the course late. That student will earn absences and zeroes just as a student who was signed up before the term started and simply failed to come to class.

I don't like to be in a position to have to "judge" one student's excuse against another, so I leave it up to you to save or spend your absences as you see fit. **Of course, if you are facing unusual or serious problems please make an appointment to talk with me in my office. I will try to help you in a way that is fair to everyone.**

**College Repeat Policy:**

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course. Registration holds will be placed on courses that have been attempted twice.

When a course is repeated: 1. Only one (1) course/grade will be counted in a student's GPA. 2. The highest grade will be used in GPA calculations.

Courses repeated before fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or

university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

### **7-2.3 Scholastic Dishonesty**

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, the award of a degree, and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work.

Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts: plagiarism, cheating, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or in any electronic medium, and/or falsifying academic records. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

**Plagiarism** is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source(s) must be indicated by the student.

There is a thing called "self-plagiarism," or "re-gifting a paper." I do not accept papers you have written for other assignments in other classes.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, a faculty member is requested to delay posting a grade for the academic work in question, until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty.

**Depending on the circumstances, and in almost all cases, in my course, students will receive an “F” for the entire course.**



## **Course Calendar:**

*Major assignments and due dates are listed here. This calendar does not include quizzes, activities, and other assignments.*

### **Week 1**

January 22-25

*Syllabus review*

*Paragraphs: construction and function*

In *The Everyday Writer*, read Chapter 6: Developing Paragraphs. Give yourself plenty of time. This chapter is dense. You should read it twice.

On Canvas, read “Paragraphing Lecture” and “Outlines Lecture.”

### **Week 2**

January 28 – February 1

*Paragraph development*

*Reverse outlines*

*Brainstorming*

*Lab component*

Read assigned essays from *50 Essays*.

In *The Everyday Writer*, read Chapter 4: Exploring Ideas.

On Canvas, read “Peter Elbow Lecture.”

### **Week 3**

February 4 - 8

*Paragraph-construction review*

*Thesis statements / Writing a tentative thesis*

*Organizing information / Writing reverse outlines*

### **Week 4**

February 11 - 15

*Writing situations*

*Analyzing audience and purpose*

*Establishing credibility*

In *The Everyday Writer*, read Chapter 3: Rhetorical Situations; Chapter 5: Planning and Drafting; and Chapter 34: Conciseness.

Read assigned essays from *50 Essays*.

### **Week 5**

February 18 – 22

**Paper #1 and its outline due this week.** (See “Instructions for Paper #1,” which will be posted on Canvas, for more information.)

### **Week 6**

February 25 – March 1

### **Week 7**

March 4 - 8

Read Chapter 7: Reviewing and Revising, in *The Everyday Writer*.

Read the assigned essays in *50 Essays*

### **Week 8**

March 11 – 15

**Spring Break**

### **Week 9**

March 18 - 22

### **Week 10**

March 25 - 29

### **Week 11**

April 1 - 5

Your semester of writing for your **lab requirement is due** this week for full credit. See Canvas for more information.

### **Week 12**

April 8 – 12

### **Week 13**

April 15 – 18

(Friday, April 19<sup>th</sup> is Spring Holiday)

**Week 14**

April 22 - 26

**Paper #2 and its outline due this week.** (See “Instructions for Paper #2,” which will be posted on Canvas, for more information.)

**Week 15**

April 29 – May 3

**Week 16**

May 6 – 10

**Test #2 is due this week.**

**Week 17**

May 13 – 17

Final Exam Week (We will not have a Final Exam.)

*Some of the items on this syllabus are subject to change. I will inform you as soon as possible of any changes that will affect your grades.*

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**Additional Information:**

**Make-Up Or Late Work:** Because I will drop one or more of your lowest quiz/homework grades, quizzes/homework cannot be made up. Papers may be turned in late, but each day your assignment is late, the grade will drop five points. (Perhaps you will decide that another day to work on your paper will be worth that five-point penalty.) An assignment is deemed late if it is turned in more than ten minutes after the *beginning* of class the day it is due. If you miss an in-class essay, you will be able to make it up either in the Testing Center or during my office hours, depending on the circumstances. Appropriate late penalties will apply to those essays as well.

**Additional Notes:**

No recording of class meetings or office conferences is allowed.

Unless otherwise directed, bring your textbooks to every class. In some cases, if you do not have your textbooks, I will ask you to leave.

Unless you have a special need, and I have given my approval, please do not use your laptop computer or tablet during class.

Turn off your **cell phone** and keep it out of sight.

Take good class notes. You will need them to write your essays, complete homework, and to study for quizzes and tests.

Please protect yourself by making your own back-up copy of every out-of-class essay and paper you submit. In addition, keep a folder of all your graded work, including quizzes. You may need this folder later to prove your grade. (Because grade books can be lost, and computers do crash, I recommend students keep a folder like this for every class they take.)

### **Sign up for Cougar Alert**

When an emergency occurs, the CougarAlert system can send email, text messages and voice messages to students and employees. Emergencies include but are not limited to weather closures, power outages, police emergencies, catastrophes and/or hazardous exposures.

Collin College employees and students in for-credit classes are partially subscribed automatically, but must log into CougarWeb to add SMS/text and update other preferences.